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ABSTRACT

Current methods for library instruction in academic libraries include audiovisual materials, programmed learning, self-paced workbooks, and course-related instruction. This document consists of reports on instructional programs involving these methods at five college and university libraries. The Concord College Library's program, "A Librarian in the Classroom," develops the curriculum of a course through cooperation between a librarian and the instructor with input by the students as the course progresses. An audiovisual orientation program at West Liberty State College (designed for students in freshman English) is a 35mm color slide presentation with live narration for large groups or a cassette tape for individual viewing. Bibliographic instruction at Glenville College is handled through the user services department. West Virginia University has developed a workbook for teaching library skills which provides students with hands-on library experience and is used as the basis for a one credit hour course, "Bibliographic Citation for Non-print Materials." It was prepared by Fairmont State College to assist the researcher because current manuals neglect instructions for citing non-print materials in research papers. (JAB)

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BIBLIOGRAPHIC INSTRUCTION

West Virginia Library Association
Working Conference of the College and University Section

Bethany College
April 21, 1977

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Barbara Mertins, Chairman

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INTRODUCTION

The subject of our workshop today is "Bibliographic Instruction". Just what do we mean by bibliographic instruction? Considered in its broadest sense it is any means of instructing the library patron in the use of the library or its specific sources. It seems to be an inseparable part of the reference function of any library and would encompass any individual or group instruction including signs, maps, tours, classes, bibliographies, etc.

In the last ten years there has been an emphasis in this area in academic libraries with a greater trend toward sharing ideas in order to promote better total programs on instruction. Many schools have created a full time position as Director of Library Instruction, Orientation Librarian or whatever the title may be.

Library literature includes many articles and studies on this topic. In 1974, John Lubans put several representative articles together in his book, Educating the Library User. Periodically, bibliographies on bibliographic instruction are published in College and Research Libraries. The Journal of Academic Librarianship has just begun a regular feature on the subject.

Within ALA, the Association of College and Research Libraries (ACRL) established an ad hoc Bibliographic Instruction Task Force with Tom Kirk from Earlham College as chairman. This group has been working to promote better bibliographic instruction programs.

In 1972 they compiled a status report on academic library bibliographic instruction and are currently in the process of revising this report. You may have received one or more detailed questionnaires to fill out for this project. In 1975 this task force published Guidelines for Bibliographic Instruction in Academic Libraries including a "Model Statement of Objectives" for such a program. At the Midwinter meeting in January 1977, they considered a new set of guidelines printed in College and Research Libraries.

There is a move to establish a Library Instruction Round Table within ALA to provide consideration of this area beyond academic libraries. At the Midwinter meeting in January 1977, the ALA Council held off such a move while consideration is given to the possibility of reorganizing the ACRL instruction activity, already well established, to involve greater participation. A meeting is scheduled at ALA this summer to resolve this issue.

The Council on Library Resources and the National Endowment for the Humanities have encouraged and promoted programs of library instruction through substantial grants awarded to carefully chosen institutions. One such grant was awarded to Eastern Michigan University at Ypsilanti, Michigan, in 1970. This was for a five year library outreach orientation program. It established a position of orientation librarian and included initiation in 1971 of annual conferences on library orientation for academic librarians. Along with the orientation program, a clearinghouse for academic library orientation and instruction information and materials was established in 1972 known as Project LOEX (Library Orientation

Instruction Exchange). At the end of the grant period in 1975, the University continued to support the instruction program established, the Council on Library Resources funded Project LOEX and this spring the 7th Annual Conference on Library Orientation for Academic Libraries will be held in Ypsilanti, Michigan.

Project LOEX has grown by leaps and bounds and now includes over 600 member institutions all over the United States and a few other countries as well. Members deposit information and materials and are entitled to examine any material in the collection in return for a minimal fee.

In academic libraries many methods of library instruction have been tried with many variations. Current emphasis seems to include use of A-V materials (movies, slide-tape presentations and T.V. tapes) programmed learning, self-paced workbooks, course-related instruction, point of use instruction and term paper clinics.

Our program today should give you a taste of the total banquet of ideas. We begin by a discussion of a total program and divide to offer you samples of course-related instruction, slide-tape presentations and self-paced workbooks. One other presentation offers suggestions for listing A-V sources and methods of informing patrons of proper bibliographic form.

LIBRARY SERVICES IN COLLEGES

John W. Collins III
David M. Gillespie
Glenville State College

Bibliographic Instruction is just one of several services that are provided by college libraries to its users. For the purpose of this paper and conference discussion the coverage is limited to a program at Glenville State College to improve bibliographic instruction as submitted to the Council on Library Resources for a Library Service Enhancement Program grant.

Glenville State College is in its third year of an extensive faculty development program. The program is funded through Title III of the 1965 Higher Education Act for Strengthening Developing Institutions. The Library Services Enhancement Program would further support and supplement the over-all faculty development program.

During 1973-75 the library received, in addition to its regular allocation, $216,000 from the West Virginia Board of Regents for the purpose of improving the quality of the total library collection. Faculty envolvement in evaluating and developing the collection during this period "touched-off" a new spirit of interest in the library's resources and its services.

We feel that the CLR grant will provide the opportunity to identify, develop, and establish a quality program, which would include several instructional activities.

Mr. John Collins, Media Librarian, will now present the d tails of the program.

LIBRARY SERVICES IN COLLEGES

John W. Collins III
Glenville State College

The following are the preliminary ideas of our program to make the library a more active participant in the instructional process. Please feel free to comment, criticize, and question the proposal as I go along. I have brought along extra copies of the proposal should any of you wish to have one.

The Total program has four phases.

PHASE I

Phase I will incorporate a variation of Ronald D. Blazek's[1] study into Glenville's curriculum. Blazek proved that the greater the use of library materials by the instructor in teaching, the greater the use of the library by students. The students recognize the teacher as a subject specialist and will emulate his manner of acquiring knowledge both for their own increased knowledge and to please their instructor. Our adaptation of the Blazek model will be to prepare for individual faculty members, prior to class meetings, source materials to accompany their lessons. This may mean bringing materials to classrooms, going over a list with the instructor prior to class, or bringing the class to the library. By showing the students that the instructor is constantly using the library as the source of materials upon which he bases his teaching, the students will recognize the library as the source of their own informational need-.

[1]Blazek, Ron. Influencing Students Toward Media Center Use. Chicago: ALA, 1975

The limitations of this phase are obvious. I cannot prepare materials for each lesson for every faculty member. I can, however, work closely with selected instructors in incorporating this model into their teaching strategies.

The theme of this phase of the program will be one of cooperation. As we work with individual faculty members we will examine ways to increase the use of library materials relevant to the needs of specific courses. It is felt that those explorations by myself and other faculty members will result in the development and implementation of diverse programs directly related to what is happening in the classroom.

This phase will be accomplished with no mandates of library use by students on the part of the instructor. It may take the form of continued oral references to particular materials available in the library by the instructor or perhaps as a list of pertinent materials to accompany a major segment of a course to be handed out to students. The nature of the final form of this phase will be determined as a result of meetings between myself and faculty members.

The objective of this phase of the program is for students to recognize in their instructors a dedication to the library as the center of learning on campus. The key to the accomplishment of this objective is the support and cooperation of the faculty. In this respect the faculty has already been sampled. They have evidenced their support and indicated that they will cooperate. As part of this cooperation, I will act as a liaison between the faculty and

the library in making sure that they receive the support materials that they request and in keeping them informed of resources available to them in their particular fields.

To foster continued faculty support and to emphasize the cooperative atmosphere between the library and the faculty, the program will offer, on a continuing basis, an initial orientation to the library for new faculty members. This will go beyond a mere introduction to the physical properties of the library and concentrate in the faculty member's subject areas. It will include computer searches and prepared bibliographies of print and non-print materials.

This preliminary phase of the program is aimed directly at the faculty in the belief that they will reflect upon their students a committment to the library, and this will in turn increase student participation in library usage. A major thrust of our program will lie here.

PHASE II

Phase II of the program further reflects the partnership of librarians and faculty members, but involves students more directly. This will be accomplished with the cooperation of the Language and Social Science departments. It will begin early in the fall term with faculty members bringing their freshman classes to the library for orientation. This orientation will serve three functions. It will introduce the new students to the facility. It will introduce the library staff to the students. It will subtly show to the students

the working relationship between the individual faculty member and the librarians. No attempt will be made to instruct the student in library usage. This time is spent simply as an introduction to the library and its potentials. The important aspect of this orientation is the follow-up activity.

Later in their freshman year students must write their first research paper. Prior to beginning this activity, but after choosing a research topic, they will return with their instructor to the library. I will have received from the instructor a list of proposed topics and the library will be prepared. Now the freshman will receive instruction in library use relevant to his needs. Librarians will take small groups of students through the research process concentrating only in those areas identified as topics by the students. At this point the student will have an immediacy of need that will spur their participation in the project.

This aspect of the program may involve two or three class visits to the library and will include the participation of the entire library staff. The students will be shown the recognition of their need by the staff and a determination to meet that need. Part of the final class visit to the library will be to allow time for the students to begin research on their own topics. Librarians and instructors will be available for help. The departments involved have given initial approval of this plan and have encouraged us to proceed with its implementation.

PHASE III

Phase III of the program advances into particular subject fields

and aims its efforts at continued faculty involvement. Plans for the implementation of this phase have been discussed with faculty members from each academic department and were arrived at after their individual needs and the needs of their department were discussed.

The plan calls for the project librarian to meet with professors in several academic divisions who teach a 300 or 400 level course to discuss problems particular to their courses. Working together, the librarian and faculty member will then identify library holdings (of a more advanced nature than those identified to freshman) germane to their fields. Particular attention will be paid to research tools, reference materials, computer searches, etc. With the list of subject materials thus identified, the faculty member and the librarian will then determine a format for presentation of these materials to the students in the advanced classes. Since these materials may be more detailed than others the presentation of them may involve hands-on instruction in the library, hand outs, media presentations or guest lectures to classes, etc.

Faculty members in Education, Social Sciences, and Science have indicated a desire to participate in this phase of the program. It is significant to note that while this will identify for the student important works in particular fields it will also serve to point out holdings in subject areas both to instructors of those subjects and to librarians.

PHASE IV

This phase is intended to emphasize the continued committments on the part of the library to meet user needs, to make their use of

the library more effective and to integrate the library more closely into the total learning program of the college. It involves a variety of enterprises, some of which may be:

1. Establishment of a reference-by-appointment program. In this program the student (or faculty member) presents a question to the project librarian and makes an appointment to return later. The librarian then determines who on the staff is best suited to deal with the question. This person then prepares (researches the area, etc.) and at the appointed time meets with the person who presented the question.

2. Continued sponsorship of term-paper clinics by the library to be held at times during the semester when most people begin to work on their papers. These times will be determined by polling the faculty.

3. Coordination and continued development of a station's approach to library instruction using various media, i.e., video-tape presentations, etc. The library has a photographer and graphics artist as well as television production capabilities.

4. The scheduling of in-service sessions to be held in the library for area school teachers, college faculty, administrators, etc. The library houses the Learning Materials Center which has a full complement of media equipment from television cameras to tape recorders.

5. Establishment of a public-relations program for the library would keep the library highly visible, its activities publicized, and its staff involved campus wide.

SUMMARY

In discussing the fact that the Robert F. Kidd Library is, as most academic libraries, not used to its full potential, the librarians and faculty of Glenville State College have agreed that:

1. Of primary importance in increasing more effective use of the library is the necessity for librarians and faculty members to work together in planning programs for this area.

2. Programs should be developed on all levels and be diverse and varied in order to involve substantial numbers of students and faculty.

3. Programs should be continually evaluated and updated to fit changing faculty, students, and trends in education.

4. A one-year grant is not the solution to all problems in this area. The grant will serve as the exploratory period in which a variety of programs will be discarded and new ones sought. The grant period will provide the ground work necessary for a program of instructional services at Glenville State College. It will serve as the basis on which we build our future programs.

We will incorporate these ideas into our program of Instructional Services at Glenville State College. The program itself is aimed at enhancing library services, and we feel that by so doing, library use will increase. We also feel that this use will be more effective, and the library's role in the academic life of the college will be strengthened.

A LIBRARIAN IN THE CLASSROOM

Al LaRose
Barbara Young
Concord College

Among the service options offered by the Readers' Services staff at the Concord College Library is specialized programming based on the function and content of any given course, and designed to meet the unique informational needs of that course.

The Social Work Issues Seminar at Concord is designed to give upperclass students the opportunity to examine the concerns treated in previous courses, to integrate them, and to synthesize a personal orientation toward their major field. The intent is further, to enable each student to explore all aspects of any problem which might be encountered in the later professional role, and to develop a rational method of attack against this problem.

The following is a description of a course resulting from an extended dialogue between a librarian and a social worker, within the context of the two paragraphs above.

Our concerns were these: first, our subjective observations indicated that too many of our graduates were leaving the academic setting with little ability to continue their professional development in any meaningful way. They were receiving measured doses of predetermined data, dated on delivery, and in large part subject to a progressive decay into total obsolescence. Second, they tended to view each problem encountered from the parochial viewpoint of their own profession.

Social Work graduates should be able to enter the service delivery systems in rural America (particularly Appalachia) able to assimilate specific information which they encounter in the context of practice and professional literature. Further they should be able to develop generalizations from these relative to the broader practice area, and remain professionally functional. Generally they should be able to draw a great deal from personal self-motivation and autonomous direction.

This would imply inadequate performance if their training were parochial in perspective and purely technical in focus. In other words, we needed to train, enable, and encourage our students to think for themselves within the framework of a perhaps broader-than-we-think body of knowledge.

The idea became exciting for students to be able to observe and participate in interdisciplinary dialogue in the final, integrating social work seminar. Our thrust evolved to teaching that the various academic disciplines are only different ways of seeing the world; and that each sees it from a different perspective.

For example, what is catagorized, classified, counted, and cubbyholed as a client with a "learning disability" by social work, education, psychology, psychiatry, and sociology, is in reality a human being with a problem; but the insights and discoveries of each of these professions might be harnessed to the task of allowing that human being to develop.

It does not require encyclopedic knowledge of a discipline to

be able to sample the findings of that discipline. We teach our students that each discipline shares internal consistencies which may be exploited with elemental skills. These consistencies are:

1. A philosophy - which speaks of the values implicit to that discipline.

2. A basic subject content - defined as that body of knowledge that is reasonably well established (e.g. landmark writings or statements), and including documentation sources.

3. An area of ideas which are subject to controversy or refinement.

4. Current thought - defined as new or developing ideas or trends.

We teach that access to and control of these (somewhat arbitrary) components is provided by some consistent types of tools:

1. Encyclopedic works

2. Other "reference" works (i.e. compiled to be consulted, rather than to be read.)

3. Bibliographic tools (generally including card catalogs, peripheral tools, bibliographies, etc.)

4. Indexes and abstracts

We further teach them that each of these types of tools is governed by common features of arrangement and indexing, and that if one has a basic control over these features; and an understanding of the ranges of tools normally available within a discipline; and basic search skills oriented toward locating these ranges of tools;

one then has access to and control of any discipline of his or her choice.

In addition, we encourage students to utilize the same search attitudes they would use in a learning center or library in seeking out knowledge in the field. They find their way to social service agencies, clients' or consumers' homes, hospitals, community meetings, or wherever else their "pragmatic creativity" leads them. In these settings they inquire, probe, and gather information using the same methods they utilized in the library, following "leads" and building upon information gained.

Each student chooses a problem of interest and follows the courses of investigation laid out by the access tools, external sources, and their own concerns. We ask that the subject be thoroughly explored from the most applicable perspectives, and that resources (written and live) be accepted or rejected on a rational basis. Our concern is less for the paper product, than for evidence that the student arrived at his/her resting place through a comprehensive, defensible process.

The structure of the course is as follows:

It is team taught by the authors, a social work faculty member and a librarian. Both carry equal responsibility for the preparation of the course syllabus, the course lectures, and individual consultation with the students in the course.

During the first half of the semester we develop the course structure (with a great deal of student input), encouraging students

to express personal/professional interests and needs which the designed flexibility of the course should explore.

In this period we also cover:

An introduction to interdisciplinary literature research;

An introduction to field "search";

Teaching techniques (for the students to utilize when they present their material to class) and more pragmatically:

writing resumes

job interviews (utilizing role playing)

"survival" in agencies

preparation for such qualifying tests as state and federal civil service examinations and graduate school entrance exams.

For any of these, outside speakers may be called in as needed or requested by the students.

During the first part of the semester, everyone participates in class discussions of the above mentioned topics. Students also meet at least once weekly with one of the instructors who acts as a primary resource, chosen on the basis of expertise related to the student's own area of interest or research mode.

Students may meet as often as can be arranged, and with more than one of us. They must, however, develop a contract with their primary resource person, covering scope of topic, search methods, and time constraints specific to their own needs.

Although completion of the final paper is an invaluable exercise for the students, the development of the personal system of inquiry for later application to practice is more significant to

the instructors.

During the second part of the semester, students are required to conduct a class on their own topic. They may utilize any teaching method, ranging from lecture to guest speakers and audiovisual materials, so long as the presentation is comprehensive, coherent and involves the rest of the class. These may take up to an hour and fifteen minutes, including a question and answer session.

Recent problem topics have included:

Treating abusive parents

Treating senile psychoses

Death counseling

Development and structure of state mental hospitals

Divorce counseling

Treatment of aftercare patients

Teaching a child with a learning disability

Directions for school social work

Behavior modification programs for mentally retarded children

The students are encouraged to explore areas of interest at their own learning rate, and have sometimes amazed themselves and their instructors with the exceptional quality of their final knowledge, their search skills, and their papers. One student is currently revising her paper to submit for publication. Another was employed by an agency with the opportunity to begin to impliment innovations her research had suggested, and a third has been able to

present her paper to outside groups for their consideration. Near the end of the course the students submit their papers in the final form. Both instructors, and any graduate assistants involved, read all the papers and write copious comments to each student regarding the quality of the paper, the bibliographic content, and the indication of strengths and weakness in the search techniques.

Finally, each student meets with us privately to discuss the paper. During these sessions the paper and class presentations are examined at length. Students at this time also present a verbal and written evaluation of the course, with recommendations for its modification and improvement. Perhaps significantly, several have suggested that the course be expanded to six academic hours, and absorb the social research course offered by the Division of Social Sciences.

Final grades are derived from:

Paper Content:	50%
Seminar Leadership:	25%
Class Contribution:	25%

These grades are arrived at jointly by both faculty members, and the graduate assistant.

Both we and the students have found that this particular course requires a great deal more time and energy (both physical and emotional) than do many others. The rewards, thus far, vastly outweigh the costs. It is not uncommon for the social work faculty member to be approached by social work majors who are first and second semester juniors, inquiring about the content of the Seminar. Often these

students also want to discuss the possible topics/problems they may wish to explore when they take that course in their senior year.

Also on the basis of this experience, the librarian has been able to construct and have accepted a one credit interdisciplinary research laboratory, designed to attach to any course in the college at the election of the faculty member or students.

We feel that this approach to "teaching" has had a significant and favorable impact on the attitudes and approaches of the individual students involved. We know that it has changed our own ideas and beliefs about teaching. The potential impact of such endeavors on the directions of Social Work education, and perhaps the teaching and facilitative directions of higher education in general, remain to be seen. We do recommend the pooling of resources by members of related and complimentary disciplines whenever and wherever feasible.

THE USE OF THE SLIDE PRESENTATION IN LIBRARY ORIENTATION

The Search for Chief Joseph: a Tour of the West Liberty State College Library

Jean Schramm
Frances Stewart
West Liberty State College

I. INTRODUCTION

The decision to create an audio-visual orientation presentation at West Liberty State College was influenced in large measure by the great emphasis placed upon library research by the faculty. Each fall, every instructor of freshman English requests a library-use lecture and tour. In addition, numerous requests are received regularly from other departments -- especially the social sciences -- for similar lecture-tours for their classes.

Library orientation and instruction were becoming a bigger and bigger part of the librarians' workload. And, owing to the size of the classes involved, it was felt that something more effective than the lecture and walk-through was needed. This was particularly true for instruction in the use of the card catalog, the indexes and other tools which could not be seen easily at a distance, especially with larger groups.

The decision was made to create a 35mm. color-slide presentation that could be used both in freshman English and in any other class on the campus about to embark upon library research. Plans for the project were initiated early in the summer of 1976, with all of the

photography work scheduled during the month of August. Classes were not in session during this time so that everything could proceed without interruption.

The title and credit slides were finished several months later but the basic presentation was ready for classroom use by the end of September.

II. OBJECTIVES

Hopefully, as a result of this presentation the potential user would:

--gain an understanding of basic library research skills;

--learn the techniques of using specific tools, such as the card catalog, the indexes and the abstracts;

--be made aware of the various library services offered and facilities available, e.g. interlibrary loans, audio-visual materials, photocopy machines, microfilm reader-printers and micro-book readers;

--become acquainted with members of the library staff who would be shown in a student-assisting role;

--be made aware of the areas of the library not normally encountered during the usual class-assigned research, e.g. the Children's Room, the Archives, the Rare Book Room, and the Media Center;

--be alerted to those aspects of library research most often found to be confusing, e.g. finding a periodical which is on micro-film or finding a record or book which is on reserve.

III. PLANNING

Slides were selected for the presentation (rather than filmstrips, filmloops or videotape) because of the ease of revision. Also, the narration was to be provided by a member of the library staff and the use of slides allowed for flexibility in the amount of time which could be devoted to explanations and discussion. A cassette tape of the basic script was available for individual viewing but all classroom presentations involved live narration.

Instead of a general walk-through-the-library approach, a topic was selected and the visuals followed a student through the library as she sought information on that single subject. An attempt was made to choose a subject which could be researched in all types of source materials. It was then possible to show the student utilizing every searching tool and resource available.

The subject selected (Chief Joseph of the Nez Perce tribe) appeared in each of the seven types of sources selected for presentation: books, periodicals, newspapers, pamphlets, government publications, phonorecordings, and other audio-visual materials.

In the choice of subject matter an attempt was also made to select something of interest to a college-age audience and something which would elicit a positive emotional response. An American Indian was selected and the plan was to sprinkle the narration with bits and pieces of information about the injustices suffered by Chief Joseph and his tribe. The audience might then become somewhat affected by the subject matter since a simple, unadorned library

instructional tour has the potential of becoming very dull.

There was also available at the library commercially prepared tapes of Chief Joseph's well-known and moving speech which concludes, "From where the sun now stands, I will fight no more forever." A portion of this tape was played at the conclusion of the presentations.

IV. PROCEDURE

After determining the general plot and outline of the presentation (and being certain of continuity and transitions) each visual was outlined on a 3 x 5 card for the guidance of the photographer. One half of the card was a stick-figure drawing of the visual plan and the other half was the suggested narration.

These storyboard cards were then gathered together according to similarities in setting, staff involved, or equipment to be used. Thus, those visuals requiring a special type of flash attachment or the close-ups requiring a special lens were scheduled together. The work involving photographs and printed visuals, which required the use of a copy stand, were all done at another time.

The final steps involved selecting, editing and arranging the slides in the carousels in the proper sequence and in coordination with the suggested script. The number of slides finally selected was 140 with an average showing time of forty minutes.

Duplicates were made of all of the slides in the set for individual viewing.

V. PLOT

The presentation begins with the student, Linda, consulting a

general encyclopedia for basic facts and dates about Joseph's life, to which she refers throughout the search. She then confers with the reference librarian who gets her started on the right track.

Linda records in her notebook the various sources and types of searching tools used. The visuals follow her progress in the notebook step by step.

The librarian accompanies her to the card catalog and Linda learns the proper procedures in the use of this tool. She begins with "Joseph, Nez Perce Chief," and next moves to the broader topic, "Nez Perce Indians", and finally she uses the general heading, "Indians of North America". This same basic principle of going from the very specific to the very general is emphasized and utilized throughout the presentation.

Linda next locates information in the book collection through the use of an index. The reference suggested by the sample index consulted is not held by the library so that she then has the opportunity to show the steps involved in the use of the Interlibrary Loan. She does this after consulting several book reviewing aids to determine the usefulness of the work suggested.

The microbook collection is not included in the main card catalog so Linda consults the book catalog for this collection, finds something on Joseph and is shown reading the book with the microbook reader and signing out a portable reader for use in her room.

She next searches the periodicals and utilizes both indexes and abstracts (shown in their physical settings). Here the value of a close-up lens becomes especially apparent as Linda interprets

the index and abstract citations.

An attempt was made to select several aspects of library use which many students find confusing, and then to show how Linda overcomes these problems. An example of this is the locating of periodicals which are not in their usual locations. To illustrate the proper procedures, Linda retrieves two hard-to-find periodicals--one is on microfilm and the other is on "reserve".

Her search continues with the newspapers, the pamphlet file, the government publications, the phonorecords and finally the audio-visual collection. In each case, the nature of the resource is explained and Linda finds something pertaining to her subject. There is also a continual return to her notebook checklist to allow for review of the material covered.

In the final few slides, Linda signs out her materials and is shown gathering them together preparatory to the writing of her paper. Sandwiched in among the visuals toward the conclusion of the presentation are single scenes from those areas not touched upon during the search: the Archives, the Rare Book Room, the Children's Library and the Media Center.

Finally, as a sort of wrap-up and conclusion, there are several portraits of Joseph showing him progressing from a young warrior, complete with headdress and beads, to a tired, defeated and exiled old man in a business suit. As these visuals appear on the screen, a tape of his speech is heard concluding with "From where the sun now stands, I will fight no more, forever!"

VI. UTILIZATION

The title selected for the presentation was The Search for Chief Joseph: a library tour. After all of the work was completed a preview was held and each faculty member, administrator and staff person on the campus was invited to one of two showings. At this time, questions were answered and policies concerning the showing of the slides were explained.

The presentation was then ready for classroom use. Because of the general nature of the subject matter and because of the basic facts, concepts and skills included, the slides can be used in almost any subject area. In addition to the usual requests from freshman English, requests are regularly received from the departments of geography, political science, business and history.

Those unable to attend the classroom presentations can view the slides and listen to the cassette narration in the study carrels. As soon as feasible, a tape will be created for use with a projector and player with synchronization capability.

VII. EVALUATION AND CONCLUSION

The reactions to the slide presentations have been favorable and, to date, none of the former type lecture-tours has been requested. Library maps are distributed before each showing so that the users have a general notion of the location of each tool being discussed. It is generally agreed that an actual walk-through the library is not really essential.

There have been several suggestions for improvement originating with the faculty, such as the following:

-- provide an outline of the presentation so the students need not take notes in the dark, and

-- include information on the actual writing of the research paper, i.e. outline, footnotes, bibliography, etc.

Owing to the success of this initial venture, plans are currently being formulated for the creation of audio-visual presentations involving specialized literature searches. Subjects under consideration include: business sources, science sources, poetry and short story explication and government publication.

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THE SELF-PACED WORKBOOK IN TEACHING BASIC LIBRARY SKILLS

Barbara Mertins
West Virginia University

BACKGROUND

The idea of using a workbook for teaching library skills has been around a long time. Who among us at some time has not been exposed to exercises requiring us to find things in the library either in the card catalog or specific reference sources? Such exercises have been criticized as busy work, trite, meaningless, etc. However, when prepared carefully with specific objectives in mind, preceded by sufficient instruction, such exercises can be helpful. A student does not learn to use the library or the materials in the library by reading about them. He must get in there, find the materials and use them on his own to understand the processes involved.

Miriam Dudley at UCLA devised a workbook for Chicano students in 1970 which seems to have been the beginning of many current efforts with library workbooks. It was simple and gave the students hands-on experience in the library. She followed this at a later point with an expanded workbook designed primarily for new students at the University. The approach seemed a good one. It allowed for large numbers of students to be exposed to some basic skills in a short period of time. Other colleges and universities adapted this workbook to their own libraries. Chapters were revised, added, dropped, etc., according to individual situations. Not only are

there many versions of the workbook, but also many ways of presenting and using it.

One version of Dudley's workbook done at University of Wisconsin-Parkside, under the direction of Carla Stoffle, was the model for our workbook at WVU. With permission from both of these librarians, we used many units just as they were, changing only what was necessary for our particular library. Some new chapters were added and others deleted. As we use the workbook, we find it desirable constantly to change things for clarity and updating.

The workbook approach has many possibilities. It can be the basis for a formal course for credit, an informal mini-course offered any time a student wishes to begin, as part of another course (in English or Journalism or whatever), or parts of it can be adapted for use with specialized materials.

WVU COURSE

Our approach at WVU has been to use the workbook as the basis for a one credit course. We feel it answers the need, expressed by many instructors, for the students to become acquainted with the library and its functions. It falls between the one hour lecture/tour and the three hour full course previously offered.

The course is designed to be self-paced. We meet with classes for the first few sessions, then give the students suggested schedules and deadlines for finishing on their own.

The workbook consists of 16 units with accompanying exercises

which take approximately 15 hours to complete. The purpose and objectives of the course are stated at the beginning of the workbook followed by a self-paced tour. A look at the objectives (appendix 1) will give you an indication of the material covered. The short exercises give practical library application of the material in each chapter.

The questions are designed to teach a particular skill and are not written to be cute or tricky. The form of the questions is the same but the specific questions for each student will vary. A set of 100 questions and answers for each exercise guarantees that in a class as large as 100 students, no two students will have the same questions. This makes it necessary for the student to do the work himself rather than copy from someone else.

As an example of what the workbook is like, let me tell you about one of the chapters. Chapter Five on Arrangement of Books explains library classification, mentioning both Dewey and Library of Congress. Since the Library of Congress Classification is new to most students, we included a partial outline of the system. A section follows on the parts of a call number, including the location symbols for our library. How books are arranged on the shelf is explained with examples given. A stack location chart and rules for stack use are included. The unit ends with a statement on where to get further help if needed. The exercise for this chapter consists of four questions (appendix 2). In answering these questions, the student must identify the Library of Congress Classification Number

(generally) for a particular subject and find specific books in the Reference Room, the Reserve Room and the Stack Area.

Under our present arrangement tests are given after Unit 4 (on the catalog and location information) and after Unit 15 (on reference material). Before a student can take either test, he must complete the exercises preceding it correctly. Exercises with mistakes are returned for corrections along with suggestions on what might be wrong. Unit 16 requires a written search on a term paper topic of the student's choice. Since University regulations currently necessitate our giving a grade for the course, the final grade is based on the two tests and written search assignment. Even if the course were given on a Pass/Fail basis I would be inclined to continue the tests since they force the student to review the written material he may have skimmed over the first time.

Most workbooks I have seen from other colleges include all the exercises in the workbook. However, publication problems and the process of typing individual questions have led us to hand out the exercises as the students progress through the course. We give them out in sets of 3 or 4. A center is designed where the students pick up and return exercises. Student help is provided and faculty guidance is available as needed.

We have developed what we think is an effective means of acquainting students with basic library skills and can now offer a package usable in many ways. We are in the process of selling it to the University. We deliberately started in a small way with 50 students, then 150 and we feel we are ready to continue this growth.

CONSIDERATIONS IN USING WORKBOOKS

There are several things you will want to consider before beginning such a program as this. You must begin with your objectives. What do you want to accomplish? Who are you trying to reach? If you do decide to compile a workbook, each unit should be specifically designed to accomplish a particular objective. The hardest part of the whole process is deciding what is most important for people to know about the library. Since a workbook for a one hour course can only cover so much, you have to pick out the fundamental things you want to get across. This course should be considered introduction or orientation, not a comprehensive library course. Ideally, it should be followed up by other approaches and course-related instruction with specialized materials when the need arises.

Be aware that a workbook approach is time consuming. First, it takes considerable time to write the units even when using another's work as a basis. I would strongly advise consulting many such workbooks for ideas. Why reinvent the wheel? Improvements can be made more quickly by building on what is there already. Remember too, that many units will have to be written for your library alone to incorporate your arrangement and procedures.

Compiling the exercises is especially time consuming. It is imperative that this be done carefully and checked before large numbers of students begin to use them. Mistakes in the question itself or typing errors can be terribly frustrating for the student and result in harassment rather than learning.

Administering the course takes many hours, also. Master sheets of all questions and answers are necessary. Using these, the individual question sheets must be typed and double checked for typing errors before given out. Each exercise must be checked on return, comments added for corrections and student records kept. Much of this can be done with student or clerical assistance.

Tests must be written and graded when they are part of the course. We use short multiple choice questions, 25 for each test. It is good to have at least two versions of each test so everyone is not taking the same one. It's possible to work out tests with IBM sheets for machine scoring if this is convenient for your location.

Once the course is developed, you cannot sit back and watch it run automatically. You must constantly revise and update your material to make it relevant. New editions of reference books appear annually and some change format drastically. Consider the recent change in Encyclopaedia Britannica and Monthly Catalog. What happens when the new edition of Who's Who in America appears with some items from the previous edition deleted? Using only older editions is both cumbersome and unrealistic.

Let me correct also any misconception you may have about saving time at the reference desk. First of all, the students are encouraged to ask questions there so they will realize the function of the reference librarian. So such a course really increases the work at the reference desk but hopefully it will lead to further

sophistication of the reference questions and cut down on the repetitive fundamental questions. One positive aspect of this course is the fact that students do get to know the reference librarians and thus feel more comfortable in using the library.

You may be wondering by now if such a course is worth pursuing at all. This, of course, is a decision each institution must make for itself. We feel, for us, it has been worth the effort.

We find our greatest advocates are the students who have taken the course. They are enthusiastic about it and often refer their friends, sometimes pushing them to take the course. Course evaluations often say "This course should be required of all Freshmen" or "I wish I had this course earlier in my college career."

There are always some who feel the course is too much busy work. The majority of students, however, have felt the course was beneficial. Ninety per cent of the students said they would recommend it to their friends. Most feel the objectives of the course were met and intend to keep the workbook for future reference.

These two comments from student evaluations are the kind that make it all worthwhile:

"The class was designed well enough to make learning as easy and enjoyable and worthwhile as possible."

"It is an 'easy' course but it's not a 'joke' either. One really learns a lot."

APPENDIX 1

OBJECTIVES OF THIS COURSE ARE:

1. To help you understand university and research libraries, how they are organized and the wide variety of materials and services they provide - with special emphasis on the WVU Library.
2. To provide you with the knowledge necessary to find books, periodicals, newspapers, microforms and government documents.
3. To introduce you to basic reference sources and help you know how and when to use them.

This is an introductory course and is not designed to teach you everything you will ever need to know about a library. Even though it is related to the use of this particular library the course provides much information that applies to all libraries.

Upon completion of this course you should be able to:

1. Locate specific materials and services within the WVU Library.
2. Find a specific subject area in the library by means of the Library of Congress Classification system.
3. Locate specific books by author, title, and subject in the card catalog.
4. Identify and use the basic information on a catalog card.
5. Retrieve a specific book from the stacks and properly check it out of the library.
6. Locate microforms and operate the machines to use them.
7. Find articles on a particular subject in periodical literature.

8. Find specific information in the following types of reference books:

    Dictionaries
    Encyclopedias
    Indexes
    Biographical Dictionaries
    Almanacs, handbooks, yearbooks
    Atlases and gazeteers
    Bibliographies

9. Identify what type of reference book to use in answering particular kinds of questions.
10. Locate a specific government document in the library.
11. Locate specific newspaper articles.
12. Find book reviews of a particular book.
13. Outline a strategy for locating information for a term paper.

APPENDIX 2

ASSIGNMENT

ARRANGEMENT OF BOOKS

1. You are looking for books on the subject Statistics _____.

   A. With what letters would the call number begin?
   (See table on page 16-18)

   Answer: _____

   B. Where would this be located in the stack area?

   Answer: _____

2. You have located a book in the card catalog you wish to see with the call number R/AZ108/.D74 . Locate the book.

   A. What is the title?

   Answer: _____

3. In a Library Science class you have been given an assignment to read a section in the book The Child's First Books by McCann and Richard which has been put on Open Reserve.

   A. What is the title of the first chapter in that book?

   Answer: _____

4. Go to the stacks and find the book with the call number given below. Write the author and title of the book. If the book with the call number you are looking for is not on the shelf, substitute the call number of the book that would come after the place it should be on the shelf and write its author and title.

   DS62/.B6 Author _____

   Title _____

BIBLIOGRAPHIC CITATIONS FOR NON-PRINT MATERIALS

Marsha L. Nolf
Mary Jo Powell
Fairmont State College

The chief reason for the preparation of this paper is to ease the work of the researcher in achieving clarity and consistency when citing audio-visual or non-print materials used in a publication. Because of the many changes in the format of research materials the commonly used style manuals do not meet the needs of most researchers.

In a recent survey that we conducted at our college, faculty members were asked to state the style manuals which they required their students to use in the preparation of research papers. The style manuals most often named were the latest editions of:

1. Turabian's A Manual for Writers of Term Papers, Theses and Dissertations
2. MLA Style Sheet
3. Campbell's Form & Style: Theses, Reports, Term Papers
4. University of Chicago's A Manual of Style
5. G.P.O. Style Manual, and
6. Kathleen Dugdale's A Manual of Form for Theses and Term Reports.

In summary, Turabian gives instruction on bibliographic citations for microforms[1], but of course, this is still print material. The MLA Style Sheet gives no instructions for citing non-print materials. Campbell's manual of style gives no directions for non-print bibliographic citations. A Manual of Style seems to give rules for everything -- EXCEPT, bibliographic citations for

non-print materials; and, the G.P.O. Style Manual proved to be of no help to those seeking guidance in non-print bibliographic citations.

Therefore, students are not getting guidance for including vital audio-visual materials in any research they do from most of their recommended style manuals. Since we as librarians come into contact with students most often when they are doing research, logically we will be asked to provide instruction in this area.

Our first step in attempting to solve this dilemma was to check, at random, as many other style manuals as were available to us. We discovered that a few offered suggestions. The American Psychological Association's Publication Manual did give instructions for including 16 mm. films in a bibliography[2], and Kathleen Dugdale's A Manual of Form for Theses and Term Reports gives directions for establishing bibliographic form for filmstrips and sound recordings under the heading "Miscellaneous Types of References."[3] James D. Lester's Writing Research Papers: A Complete Guide provides a bibliographic format for recordings.[4] Lester then goes on to say:

> Also important are audiovisual materials: films, filmstrips, music, phonograph recordings, slides, and tape recordings. You may find these in the library or in some other location on or off campus.[5]

He provides an adequate list of audio-visual materials, but neglects to deal with their appropriate bibliographic format. Therefore, in the commonly used style manuals were we unable to find a comprehensive guide for the bibliographic description on non-print materials.

After studying what style manuals were available to our library, we then compared the forms used in some of the recognized non-print selection aids for any similarities in format. Those sources were the Elementary School Library Collection, Core Media Collection for Secondary Schools, Core Media Collection for Elementary Schools, the NICEM catalogs, and Previews. We did notice some likenesses in each selection aid.

Our final research step was to search Library Literature. We found six articles discussing the subject, and only one of these articles proved helpful. This article is Maurice F. Tauber's "Proposed Standards for Bibliographic References." The lengthy discussion on this topic and the standards themselves were found in a book entitled Bibliographic Control of Nonprint Media edited by Pearce Grove and Evelyn G. Clement.[6]

Maurice Tauber is the chairman of the American National Standards Institute's Z39.4 subcommittee. This subcommittee was developed in order to identify library standards in the area of bibliographic references. Tauber states that it took seven years to prepare the document entitled: "Proposed USA Standards for Bibliographic References." This style for bibliographic citations for non-print material as established by the Z39.4 subcommittee is seen in such reference books as the Elementary School Library Collection, Core Media Collection for Secondary Schools, Core Media Collection for Elementary Schools, and the NICEM catalogs. The standards provide an appropriate bibliographic format for books,

serials, periodicals, articles and non-book materials such as manuscripts, films, maps, music and patents. This paper will concentrate on the standards for maps, motion pictures, filmstrips, videotapes, music, and sound recordings.

The standards state that a bibliographic entry should record as fully as possible the existing elements of a non-book item. These elements should include: author, title, edition number, place of publication, publisher, year of publication (if copyright date differs, use both), paging, and series statement. The entry must also provide the form of the material and present information characteristic of the form. A citation for a map incorporates the standard bibliographic format plus some additional information. It starts with author and/or title followed by the description of form, e.g.map or atlas. The citation should include the number of maps, their size and form. The last element before the imprint should be the map's scale. An example of a complete bibliographic citation for a map would be:

Vietnam, Cambodia, Laos, and Thailand.
Map, 30 X 37 1/2 in. 1 : 1,900,800.
Washington, National Geographic Society, 1967.

Entries for motion pictures, filmstrips and videotapes use the same bibliographic format. After the title the following information should be recorded: form; facts relating to production (release date and director): length, running time or number of frames; sound or silent; color, sepia, or black and white; and the width of

film or tape in millimeters. Some examples of bibliographic citations for films and filmstrips are:

Film: What the Dickens Have They Done to Scrooge. Motion picture. 11 min. Sound. Color. 16 mm. Cinema Center Films, 1970.

Filmstrip: Buffalo Bill. Filmstrip. 49 fr. Silent. Color. 35 mm. Encyclopaedia Britannica Films, 1953. (American Folk Heroes).

Music citations also follow an exact format. Information is listed in the following order: composer; title; form; instrument(s) or group for which written; place of publication; publisher; date; opus and number. A sample citation would be:

La Montaine, John. Nonsense Songs from Mother Goose. Music. Piano and mixed voices. Hollywood, P. J. Sifler, 1974. Opus 19.

The final non-book bibliographic entry that the standards discuss is sound recording. The following format is to be followed: composer; title; statement of form; performing artist(s), group, soloist and conductor when applicable; trade name of the publisher and album and record numbers; disc or tape speed; diameter of tape, reel or disc; recording channels; monaural or stereophonic. An example of a bibliographic citation for a phonodisc would be:

Songs for the New Depression. Sound recording. Bette Midler, performer. Atlantic SD18155. 33 1/3 rpm. 12 in. stereo.

Although the standards do not discuss the other types of

non-book materials, such as kits, transparencies and slides, it would seem appropriate to adjust the established non-book standards to these non-print items. What this paper will now attempt to do is present a sample bibliography of non-book material. Hopefully this bibliography could be used as a supplement to Turabian or other style manuals.

FOOTNOTES

[1]Kate L. Turabian, A Manual for Writers of Term Papers, Theses and Dissertations, 4th ed. (Chicago: University of Chicago Press, 1973), 141.

[2]American Psychological Association, Publication Manual, 2d ed. (Washington, D.C.: The Association, 1974), 130.

[3]Kathleen Dugdale, A Manual of Form for Theses and Term Reports, 3d ed. (Bloomington, Ind., Indiana University Bookstore, 1967), 55-56.

[4]James D. Lester, Writing Research Papers: A Complete Guide (Glenview, Ill., Scott, Foresman, 1967), 129.

[5]Ibid., p. 34.

[6]Maurice Tauber, "Proposed Standards for Bibliographic References," in Bibliographic Control of Nonprint Media, ed. by Pearce Grove and Evelyn G. Clement (Chicago: American Library Association, 1972), 216-257.

APPENDIX I

SAMPLE BIBLIOGRAPHY ON CONSUMER EDUCATION

Ashley, Paul. "Buy it Safely: Legal Rights of the Consumer." Ladies Home Journal, vol. 68, no. 5 (September 1976).

A Blueprint for Money Management. Filmstrip. 30 min. Sound. Color. 35 mm. Society for Visual Education, 1971. (Getting Your Money's Worth).

Buying Wisely. Filmstrip. 53 fr. Color. 35 mm. Hanna-Barbera Films, 1968.

Conference of Consumer Educators. How to Buy Wisely. Washington, D.C.: American Association of Consumer Educators, 1976.

Fowler, Robert. A Dictionary of Modern Consumer Education. 2d ed. Oxford: Clarendon Press, 1975.

Guide to the Best Shops. Map, 44 x 41 in. 1 : 1,900,800. New York, Better Business Bureau, 1975.

A Primer for Consumer Thinking. Transparency. 10 transparencies. Color. 7 1/2 x 9 1/2 in. Society for Visual Education, 1971.

There's a Law Against It. Film. 8 min. Sound. Color. 16 mm. Film, Fair Communications, 1972.

What's Afoot. Videocassette. 30 min. Sound. Color. 3/4 in. Videocassette Library, 1977.

Where's Help. Reel recording. Washington Tapes. 1 7/8 ips. 5 in. Mono.

Why Buy? Slide set. 60 min. Sound. Color. 2 x 2 in. Society for Visual Education, 1974.

Zest for Buying. Kit. Various pieces in container. 10 x 30 x 2 cm. Peabody Institute, 1976.

Zoo Consumer Game. Game. 144 cards. 6 x 9 cm. American Association of Consumer Educators, 1976.

APPENDIX II

SOURCES CONSULTED

American Psychological Association. Publication Manual. 2d ed. Washington, D.C.: The Association, 1974.

Baker, Sheridan Warner. The Practical Stylist. 3d ed. New York: Thomas Y. Crowell, 1973.

Campbell, William G. and Ballou, Stephen V. Form & Style: Theses, Reports, Term Papers. 4th ed. Boston: Houghton, Mifflin, 1974.

Chicago. University. Press. A Manual of Style. 12th ed. Chicago: The Press, 1969.

Dugdale, Kathleen. A Manual of Form for Theses and Term Papers. 5th ed. Bloomington, Ind.: The Author, 1972.

Grove, Pearce, and Clement, Evelyn G., eds. Bibliographic Control of Nonprint Media. Chicago: American Library Association. 1972.

Jordan, Lewis. The New York Times Manual of Style and Usage: A Desk Book of Guidelines for Writers and Editors. New York: Quadrangle/ New York Times Book, 1976.

Koefod, Paul Eric. The Writing Requirements for Graduate Degrees. Englewood Cliffs, N.J.: Prentice-Hall, 1964.

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Skillin, Marjorie E. Words into Type. Englewood Cliffs, N.J.: Prentice-Hall, 1974.

Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations. 4th ed. Chicago: University of Chicago Press, 1973.

_____. Student's Guide for Writing College Papers. 2d ed. Chicago: University of Chicago Press, 1969.

U.S. Government Printing Office. Style Manual. Rev. ed. Washington, D.C.: The Office, 1967.